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| Unit Title | **English Language Arts**   * Phonemic Awareness * Phonics * Vocabulary * Comprehension * Writing |
| Lesson Title | Let it sound! |
| Subject Area | English Language Arts/ Phonics |
| Grade Level | Kindergarten |
| METS-S/NETS-T |
| GLCEs/ CCRS | **R.WS.00.03** Understand the alphabetic principle, that sounds in words are expressed by the letters of the alphabet.  **R.WS.00.04** Use grapho-phonemic (letter-sound) cues to recognize a few one-syllable words when presented completely out of context. Begin to associate letters and sounds, particularly initial and final consonants. |
| Essential Questions | Teacher will ask students, what “ mood “ means? How do we express emotions? Why do we get sad, happy, cranky, excited? Can we express how we feel in writing/drawing? Can we bounce the begging sound of their mood? Last sound? |
| Objectives | * Students will be able to identify different emotions and moods and express them in writing/drawing. * Students will identify beginning sounds, last sound of words. * Student will identify upper and lower case during their writing as well as letter sound for the targeted words, silly, cranky, excited, sad, happy, mad, excited. |
| Tools and Resources: | **Tools:** *Today I feel silly* by Jamie lee Curtis  **Optional resources:** Sight words, flash cards, picture cards, beginning, ending worksheets. |
| Rationale | Phonics involves the relationship between sounds and their spellings. The goal of phonics is to teach students the most common sound-spelling so that they can decode or sound out in order to form words. These strategies of sound-spelling relationships will help students to be more skilled, better writers and fluent readers. |
|  | **Sequence of Lesson: Beginning – Middle – End** |
| Methods of Instruction | After reading aloud *Today I feel silly* by Jamie Lee Curtis, teacher will focus on specific words that are related with moods. Iwill have students identify beginning, ending sounds by segmenting how they feel. I will teach students to segment words into phonemes and to select letters for those phonemes (i.e., teaching students to spell words phonemically). For example “sad”, “ s/a/d”. |
| Anticipatory Set | Teacher will involve as many students as possible and ask subjects of interests. For example, what makes them happy, sad, excited, silly or mad.  I will explain main point and purpose of the lesson in a kid-friendly language so they understand why it is important to write correctly. Students need to know letter sound and identification before the lesson plan and direct instruction. I will remain students about the book, some of the expressions, moods or feelings and how they would write or sound out the words to form a sentence. I will ask the class to raise their hands to contribute to a discussion of what they already know and what they are about to do. Write a list on the promethean board of the moods and offer some ideas. |
| Beginning of Lesson (connection between anticipatory set and new lesson/ learning – setting purpose) | 1. Students will be asked to sit down at the carpet and pay attention.  2. Before reading I will introduce what is a mood or emotion. “sad, happy, silly, excited” I will ask students if they have had those feeling before and what made them feel like that.  3. I will ask students to pay attention for moods in the story and details and maybe connect to their experiences.  4. Teacher will read *Today I feel silly* by Jamie Lee Curtis and will emphasized and read slower on moods and reasons. |
| Middle of Lesson (connection to previous lessons/ new lesson/ learning- information) | During reading, I will stop and ask questions that are relevant and connected. I will ask what their reaction was and how they handled the situation. My prediction will be there will be enough participation and sharing about what makes them happy or sad and why. |
| End of Lesson (Conclusion – connection to future lessons/ learning and recap of learning) | At the end of the lesson, I will explain that every person has different moods or emotions. That it is ok to express them as long as we control ourselves. For example if they are mad, they should take a deep breath and count to 20. If they are happy they can sing a song or dance. I will introduce the children to new information that will help them with their everyday situations. Many children go through tough times and they need to know that all of their feelings are normal. I will ask them to go quietly to their tables and illustrate a moment in their lives that they remember and we can share. I will remain them about sounding out words as they write them out. |
| Student Handout/Rubric | Attach the student handout and/or rubric to the completed lesson plan. |
| Student Work Product/ Sample | Attach the student work product/sample to the completed lesson plan. |
| Assessment | I will review papers and sit one by one to read and correct misspelled words.  The students will be evaluated by making their own book about emotions. The  children will practice matching words and emotions and acting out moods.  The children will have fun coloring or doing a puzzle, and will learn vocabulary and word identification. |
|  | **Lesson Differentiation: Above, Below, and Special Needs** |
| Academically Gifted | **Student above benchmark in the following academic area (s)** |
| Delayed Learner | **Student struggles in the following academic area(s)\_\_\_\_\_\_\_\_\_\_\_\_**  Differentiation… |
| Certified Special Needs | **Student is certified in the following area(s)\_\_\_\_\_\_\_\_\_\_\_\_**  Differentiation… |